**HEALTH EDUCATION**

**BLOCK PLAN**

**GRADE LEVEL: 4TH**

**TOPIC: ALCOHOL AND OTHER DRUGS**

**STANDARD (S)**

**Standard 1- Students will comprehend concepts related to health promotion and disease prevention as a foundation for a healthy lifestyle.**

**Standard 2- Students will analyze internal and external factors to adopt and maintain healthy behaviors.**

**Standard 3- Students will access valid health information, products, and services to adopt and maintain healthy behaviors.**

**Standard 5- Students will demonstrate decision-making skills to adopt and maintain healthy behaviors.**

**Standard 7- Students will demonstrate behaviors to enhance health and wellness.**

**Standard 8- Students will demonstrate advocacy skills to enhance health-related behaviors for oneself and others.**

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| Lesson #1 |
| Lesson Title: | What are medicines |
| Health Literacy Skill(s): | CC: Explains how to use medicines correctly.CC: Explains the potential risks associated with inappropriate use and abuse of prescription medicines.AI: Describes characteristics of accurate information for over-the-counter and prescription medicines. |
| Content: | Shared Resource: Handout on how to read a medicine labelSurvey Questions:  How do you feel about someone your age using prescription drugs not prescribed to them?How wrong do your friends feel it would be for you to use prescription drugs not prescribed to you?Teacher Discussion:-Teacher will introduce medicines (Prescription/Over-the-counter)-How to appropriately use medicines-Dangers of not using medicines correctly-Share how to read a medicine label-Share Survey questions data-Questions on why people use medicines incorrectly.-Directions for activity-Regroup and provide feedback from activity-Summarize lesson focus |
| Strategies/Activities: | Dr. Right: Students will identify important label instructions that assist with taking medicines correctly.Create a checklist: Students will develop a checklist to see if a medicine prescription is safe. |
| Formative Assessments: | Students identify the difference between prescription and over-the-counter medicines.Students write what should be listed on a prescription medicine container.Students list dangers of using medicines incorrectly. |

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| Lesson #2 |
| Lesson Title: | Medicine Safety  |
| Health Literacy Skill(s): | CC: Explains how to use medicines correctly.CC: Explains the potential risks associated with inappropriate use and abuse of prescription medicines.SM: Identifies healthy alcohol-and other drug-use prevention behaviors. |
| Content: | Shared Resource: What happens to the body after using medicines correctly vs incorrectly?Survey Questions: If you wanted to get prescription drugs not prescribed to you, how easy would it be for you to get some?Have you ever lived with someone who was having a problem with alcohol or drug use?My family has clear rules about alcohol and drug use.Teacher Discussion:-Teacher will review the difference between medicines (Prescription/Over-the-counter)-Review how to appropriately use medicines-Dangers of not using medicines correctly-Share how to read a medicine label-Share Survey questions data-Questions on why people use medicines incorrectly.-Directions for activity-Regroup and provide feedback from activity-Summarize lesson focus |
| Strategies/Activities: | Positive Pill Posters: Students will create posters that illustrate the effects of properly using medicines correctly.Matching Mix-Up: Students will create a set of matching cards with long term and short-term effects of improper use of medicines. |
| Formative Assessments: | List the short- and long-term effects of improperly using medicines. |

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| Lesson #3 |
| Lesson Title: | Introduction to Alcohol Education |
| Health Literacy Skill(s): | CC: Identifies rule, home and legal, about alcohol use.DM: Explains how family, culture, peers, or media influence a decision related to alcohol and other drug use. |
| Content: | Shared Resource: Legal sign on purchase and use of alcohol products. Survey questions:How old were you when you had your first drink of alcohol other than a few sips?How willing are you to try the drugs listed below. These are not questions about current or past use of these drugs. ALCOHOL (beer, wine, coolers, hard liquor)About how many adults (over 21) have you known personally who in the past year have: Gotten drunk or high?During the past 30 days, how many days did you have one or more drinks?How many occasions (if any) have you: Had, beer, wine, or hard liquor in your lifetime?Teacher Discussion:-Introduce the different types of alcohol.-Introduce rules and laws regarding alcohol use. (Purchase, drinking age, and driving under the influence).-Introduce long and short-term effects of alcohol use.-Survey questions-Directions for activity-Regroup and provide feedback from activity-Summarize lesson focus |
| Strategies/Activities: | **Establishing rules around alcohol use:** Students will create a set of rules for school and home regarding alcohol use.**5 Ways to Say No:** Students will create a list of five different ways to say no to someone who offers them alcohol. |
| Formative Assessments: | Identify two rules and laws regarding alcohol use.Identify 5 ways to say no to alcohol use. |

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| Lesson #4 |
| Lesson Title: | Knowing the rules and laws of alcohol use |
| Health Literacy Skill(s): | CC: Identifies rule, home and legal, about alcohol use.INF: Identifies influences on behaviors related to alcohol use. |
| Content: | Shared Resource: Healthy behaviors posterSurvey questions:If a kid drank any beer, wine, or hard liquor (for example: vodka, whiskey, or gin) in your neighborhood would he or she be caught by the police?If you drank some beer, wine, or liquor (for example vodka, whiskey, or gin) without your parent’s permission, would you be caught by them?How did you usually get the alcohol you drank?During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who had been drinking alcohol?My family has clear rules about alcohol and drug use.Teacher Discussion:-Review rules and laws regarding alcohol use.-Review benefits of abstaining from alcohol use.-Review types of alcohol-Signs and symptoms of extreme alcohol use.-Personal feelings about alcohol use (family/friends/community)-Survey questions-Directions for activity-Regroup and provide feedback from activity-Summarize lesson focus |
| Strategies/Activities: | **Warning Signs:** Students will create a pamphlet discussing some warning signs of extreme alcohol use.**What’s Your Feeling?** Students will be given a thumbs up sign and a thumbs down sign to respond to questions of the use of alcoholic products.- |
| Formative Assessments: | Identify, by listing, warning signs of extreme alcohol use.Identify emotions that align to several scenarios of alcohol use. |

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| Lesson #5 |
| Lesson Title: | Encouraging others not to drink alcohol |
| Health Literacy Skill(s): | CC: Identifies rule, home and legal, about alcohol use.SM: Identifies healthy alcohol-and other drug-use prevention behaviors.AD: Gives factual information about the benefits of being alcohol-and other drug-free. |
| Content: | Shared Resource: List of ways to help someone to stop using tobacco products. Survey questions:How do you feel about someone your age having one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?Have you ever lived with someone who was having a problem with alcohol or drug use?Teacher Discussion:-Review benefits of abstaining from alcohol use.-Review Signs and symptoms of extreme alcohol use.-Personal feelings about alcohol use (family/friends/community)-Describe ways to discourage someone who wants to try alcohol.-Survey questions-Directions for activity-Regroup and provide feedback from activity-Summarize lesson focus |
| Strategies/Activities: | **Role Play:** Teacher will share scenarios for the students to encourage peers not to drink alcohol.**That’s a rap:** Students will create a short rap or poem that encourages others not to start drinking alcohol. Teacher will provide rhyming words with the students. (Instruments included at teacher’s discretion).  |
| Formative Assessments: | In role play, demonstrate positive messaging to discourage others from drinking alcohol.Shares factual information in the form of a rap or poem that includes positive health behaviors. |